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ABSTRACT

This collection of abstracts is part of a continuing series providing information on recent doctoral dissertations. Among the topics covered in the 31 titles are the following: the oral English syntax of bilingual Indian children in Manitoba, Canada; linguistic style shifting in black English; oral language assessment by sentence repetition; environmental influences on patterns of communication in a black community; second language acquisition among Hispanic children in a bilingual program; language dominance and bilingual education; reading and dialect; dialect speaking children's use of contextual and graphic information in learning to read; oral English proficiency of Mexican-American migrant students; the acquisition of four black English morphological rules by black preschool children; Afro-American culture/cognition relations; techniques for teaching English to non-English speaking elementary school children; black American children's signing games; expressed reading preferences of Mexican-American children; the interpretation of verb tense in written passages by black English-speaking and standard-English-speaking children; black students' and white faculty members' perceptions of black students' classroom communication; oral language gains in a French-English bilingual education program; reading interests expressed by black adolescents in response to a biracial annotated fictitious titles survey; and reading miscues of Spanish-surnamed readers. (FL)

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Bilingual, Bicultural, and Bidialectal Studies Related to Reading and Communication Skills:

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THE RELATIONSHIP OF BILINGUAL BICULTURAL EDUCATION AND REGULAR EDUCATION IN THE VERBAL AND NONVERBAL PERFORMANCES OF CHICANO STUDENTS

Order No. 7918570

ALEJANDRO, Frank Z., Ph.D. The Catholic University of America, 1979. 116pp.

The major support of bilingual bicultural education in the United States is through the bilingual Education Act under Title VII of the ESEA of 1968. The purpose of the act is to develop programs offering a basic competence in English, but it is not to exclude the child's cultural heritage and language. Bilingual bicultural education is a process which allows for the total development of the child by teaching him concepts of the history and culture associated with his dominant language while he is learning to function in another language and culture. Although it is not a new concept, bilingual bicultural education has been reintroduced to American education in an effort to meet the needs of Spanish speaking and other non-English speaking students who have limited or no ability to function in English.

The purpose of this study was to investigate the relationship of bilingual bicultural education and regular education in students' verbal and nonverbal performances. Specifically, the study sought to determine if there was a significant difference in the verbal and nonverbal performances on the Inter-American Series Tests of General Ability (IAS TOGA), English and Spanish subtests, oral vocabulary, numbers, association, and classification, when students in the bilingual bicultural and regular education groups were compared.

The sample consisted of three randomly selected bilingual bicultural education programs serving 1,383 students in grades kindergarten through three. The testing of the hypotheses involved sets of analyses of variance using a 2x2 factorial design. The F test was used to determine significant differences. The level of significance was established at the .05. When significant differences were found in both the pre and posttests analyses, the groups were compared using the mean gain difference between them. The F test revealed that there were significant differences in seven of the sixteen English test comparisons with one instance determined by a pre and posttest analysis of the gain difference between groups. Eleven of sixteen Spanish test comparisons were significant with eight of these determined by a pre and posttest gain difference between groups. The analyses performed between the sexes were not significant for the most part. However, in those instances where a significant difference was detected, this difference generally favored the females.

One conclusion drawn from these research findings was that Chicano students in the early years of their educational development perform better if they are taught initially in their dominant language first before they are introduced to regular English language instruction. A second conclusion drawn from these research findings was that as students progress to the upper grades a noticeable improvement was detected in their performance scores. This indicated that as students enrolled in bilingual bicultural education programs progress in their education, they will eventually perform at the same level or better than their peers in the regular education program. A third conclusion drawn from these research findings was that students for the most part performed better on the verbal sections of both the English and Spanish tests.

Based on the findings of this study and the literature review the following recommendations are made: (1) a follow up study for grades kindergarten through three using Spanish speaking and English speaking students in other parts of the country should be done; (2) a study focusing on related variables such as reading, social studies, and mathematics should also be conducted; and (3) a research effort focusing on the validity and reliability of the IAS TOGA with primary and elementary school populations should be initiated.

THE ORAL ENGLISH SYNTAX OF FIVE- AND SIX-YEAR-OLD BILINGUAL INDIAN CHILDREN IN MANITOBA

Order No. 7923807

ARANA, Milton Eulogio, Ph.D. Saint Louis University, 1979. 98pp.

The purpose of this study was to assess the oral English language development of 5- and 6-year-old bilingual Saulteaux Indian children in Manitoba, Canada. Measures used included Developmental Sentence Scoring (DSS), the Peabody Picture Vocabulary Test (PPVT), an error analysis, and limited contrastive analysis.

The sample consisted of 30 5-year-olds and 30 6-year-olds randomly selected from four Federal Indian schools in the Interlake area of Manitoba. Both age groups were equally divided on the basis of sex. Language samples were obtained by asking each child to tell two well-known children's stories using picture-books as guides. Each child's speech sample was tape-recorded, transcribed and analyzed. Each child was also tested with the PPVT, a measure of receptive vocabulary.

A corpus of 50 sentences was selected from each child's output and entered on the DSS scoring chart. This yielded a DSS score for each child. The 50 sentences were also subjected to an error analysis. Apart from a tabulation and frequency count of error types, an error index was obtained by dividing total errors by 50 for each subject. The two stories themselves were translated into Saulteaux to make possible limited contrastive analysis.

A 2 X 2 factorial design with sex and age as the independent variables was utilized in this study. The dependent variables were the DSS score, the PPVT score, and the error index. For each dependent variable a 2 X 2 factorial ANOVA was run.

The major findings were: (1) The mean DSS score of the 5-year-olds (6.93) was higher than that of the 6-year-olds (6.45) but the difference was not statistically significant. (2) The 5-year-olds achieved higher scores than the 6-year-olds on all DSS grammatical categories except Indefinite Pronouns, Conjunctions, and Interrogative Reversals. Since Main Verbs, Conjunctions, and Indefinite Pronouns, in that order, are the grammatical categories that discriminate best between adjacent age groups, the 6-year-olds showed greater linguistic maturity by scoring higher on two of these three. (3) The 5-year-olds had a higher mean PPVT score than the 6-year-olds, the difference approaching significance at .065. (4) The 5-year-olds had a lower mean error rate than the 6-year-olds but the difference was not statistically significant. (5) Female subjects had a lower mean error rate than male subjects, the difference being statistically significant at the .05 level. (6) Error types were quite consistent, being, in order, incorrect use of pronouns, of verbs, especially the simple past tense, omission of forms of "be", "have", and infinitive "to", incorrect use of or omission of preposition, and lack of concord.

The assumption that children acquire language at widely varying rates appears to be justified. The older children did not show clear superiority over the younger group although they spoke much more readily. Even though these children scored at the 10th percentile of DSS norms for normal white middle-class American children, they can still be considered to have done remarkably well considering the factors of isolation, racial and cultural differences, and bilingualism.

A STUDY OF THE ASSESSMENT OF LANGUAGE DOMINANCE AND BILINGUAL EDUCATION Order No. 7922918

BARNETT-GARCÍA, Nancy C., Ph.D. The University of Rochester, 1979. 208pp.

The first objective is to determine the reliability and validity of the Language Assignment Umpire (L.A.U.) language dominance test. This instrument measures language dominance through four language-related tasks: sentence repetition, synonyms, antonyms, and digit-reversal. The second objective is to determine, from L.A.U. results and other language data, the effectiveness of the Rochester (New York) bilingual program in improving the English and Spanish skills of its participants. The performance of bilingual students in synonym formation and digit-reversal tasks is of special interest with regard to substantiating earlier research about bilingual proficiency in these skills.

In 1978, 126 students (all bilingual to varying degrees) were given the L.A.U. They also completed a questionnaire regarding language usage in domains outside of school. Students in Group A (fourth-, fifth-, and sixth-graders) were enrolled in the bilingual program. Experimental Group B included 32 seventh- and eighth-grade Spanish-speaking students who had received at least five years of bilingual instruction. Control Group C included 32 Spanish-speaking students in the seventh and eighth grades who had received at least five years of traditional instruction in English. The testing of Group C was taped and scored, then rescored by the other two raters involved in the testing. Twenty-three students from Group A were retested six months later. All statistical data were derived by computer analysis (SPSS). The linguistic analysis of the test examined lexical difficulty and counts of phonemes, syllables, words, and morphemes. The sentence repetition items were studied for syntactic complexity.

It was found that the L.A.U. is a reasonably reliable testing instrument. Although the L.A.U. was not designed to measure language proficiency, its validity was determined for both its ability to identify language dominance and its ability to measure proficiency in the two languages. Correlations with external criteria (the Metropolitan Achievement Test and the Language Assessment Battery) demonstrate that the L.A.U. accurately measures the English proficiency of students who scored either very well or very poorly. L.A.U. student scores in the middle range appear to be inflated. In addition, as student age increases, the validity of the English section decreases. The methods used in constructing the Spanish section appear valid. However, the items used in this section are more difficult. There is also greater syntactic difficulty in the Spanish sentence-repetition items. These observations lead to the conclusion that, in the form used at the time of this field-testing, the English and Spanish sections were not comparable for purposes of identifying language dominance.

Results from the group comparison study indicate that Hispanic students educated bilingually do not perform as well in English as Hispanic students educated in English, and that all Hispanic students are performing slightly below monolingual English-speaking students. As expected, the L.A.U. English synonym task was the part that created the most difficulty for Group B students. Group B students scored higher on the digit-reversal task in both Spanish and English, which substantiated earlier evidence that bilinguality enhances ability in computational skills. Group B students scored significantly higher than Group C students on the Spanish section of the L.A.U.

This study is limited to linguistic effects; that is, the academic skills of the two groups were not compared. However, since language skills are basic to success in every area of education, bilingual education can be beneficial in several respects. The digit-reversal evidence suggests that bilingual education offers extra-linguistic benefits. The results of this study point both to the need for placing greater emphasis on improving the English skills of Hispanic students and also to some linguistic advantages of bilingual education.

LINGUISTIC STYLE-SHIFTING IN BLACK ENGLISH Order No. 7928106

BAUGH, John Gordon, Jr., Ph.D. University of Pennsylvania, 1979. 259pp. Supervisor: William Labov

The process of linguistic style shifting among adult black English vernacular speakers is examined. Data for this research have been gathered from the same informants over a four-year period under a variety of circumstances. Four specified speaking contexts have been introduced to examine changes in linguistic behavior that are observed in different social settings. The linguistic analysis is divided into three sections; lexical variation, phonological variation, and a computerized analysis of variable rules for black English are presented. Because of the traditional stigma still borne by black English, it has been necessary to stress the social networks of informants as well as the researcher's goal of obtaining evidence that corresponds closely to conversations in everyday life. The historical theories typically associated with Afro-American dialects are reviewed, thereby exposing gaps in the existing evidence on black English. More importantly, however, the present examination provides a detailed account of linguistic style shifting that has direct implications for a comprehensive linguistic theory. Specifically from the standpoint of black English, the findings demonstrate that mingled social and linguistic constraints variably affect speaking styles under differing circumstances. While the data reveal that social contexts can significantly affect some aspects of linguistic behavior, the final analysis demonstrates no simple one-to-one relationship. Some linguistic variables are influenced greatly by speaking circumstances; others, because of internal linguistic factors, are not. The variation that has been observed, however, is more sensitive to the familiarity with one another of participants in the speech event than to other social criteria.

ORAL LANGUAGE ASSESSMENT BY SENTENCE REPETITION: VALIDITY AND RELIABILITY Order No. 7920089

BLOSSER, Dennis Franklin, Ph.D. The University of Texas at Austin, 1979. 137pp. Supervisor: Lennart L. Kopra

A need exists for instruments to assess the oral language capabilities of children in beginning and early school grades who come from environments where Spanish or Spanish and English are spoken. The simple technique of sentence repetition offers promise for the development of such oral language assessment instruments, but has been utilized very little. In the present study, an oral language assessment instrument based on sentence repetition was constructed which tested twelve Spanish grammatical features and twelve English grammatical features. The reliability (split-half) and predictive validity of the instrument were assessed for a sample of 91 first and second grade children who represented various degrees of Spanish-English bilingualism. Coefficients of reliability and validity were high enough to warrant application and further evaluation of the instrument. Recommendations include suggestions for further validation and for interpretation and utilization of test scores.

VISUAL PERCEPTION AND THE TEACHING OF ENGLISH
Order No. 7916649

BOYD, Melba Joyce, A.D. The University of Michigan, 1979. 146pp. Chairman: Alan Howes

In Visual Perception and the Teaching of English, I evaluate the current failure of public education to provide a viable system whereby Black students can obtain literacy skills. This evaluation entails an analysis of the social consequences of illiteracy as well as the educational institution's responsibility for the current travesty in the cognitive subjects. I offer a more progressive educational philosophy which encourages a creative, analytical, interdisciplinary curriculum as an answer to these problems and a plan for using film to reach the visually oriented student of the urban culture.

This dissertation focuses on the Detroit area where I, a Black female, received my elementary and secondary education, and now teach. I include my knowledge and experiences as an English teacher, having taught on secondary, community college and university levels. I focus on the psychological effects of racism in the classroom as well as racial discrimination in the hiring and granting of tenure in the universities that train most teachers in the public education systems. The discussion on public education in Detroit also explains why the system's inability to understand the cultural differences of minority students, makes it impossible for the schools to educate with sensitivity and humanity.

Creative film is presented as a mechanism more capable of teaching literacy than the conservative reliance on traditional pedagogy. An analysis between the compositional structure of film and literature is drawn to explain how one art form can help Black students in learning of language skills. The analogy demonstrates how using film to teach students, who are products of the contemporary audio-visual era, involves a technological art form that is capable of developing visual perception, which is key to thinking and writing processes.

An image-word approach for learning language is presented as a more reasonable method for Black students. Through a practical discussion on imagery and the verbal processes, I study the nature and quality of language in general, and Black English in particular, to indicate the important role imagery plays in the communication of abstract and concrete meanings. An examination of the poetics of prose provides an alternative approach to the compositional process, classifying grammar and punctuation as editing considerations so they do not interfere with the composing process. The emphasis in this method of teaching writing focuses on the development of visual perception in life and in imagination.

The second half of the paper documents the practical application of these teaching theories as presented during an internship at Wayne State University. Discussion on the films and the literature used presents the objectives of each assignment and student response. Examples of student writing, indicating growth and advancement in composition and comprehension, are included in evidence of the success of the project. Discussion of student personalities as well as the general atmosphere of the classroom is included to give a more complete picture of the educational experience.

Visual Perception and the Teaching of English is a study in creative analysis that concludes why it is imperative that the public education system restructure antiquated concepts that stifle students, Black or White. This project severely criticizes and documents the failure of public education, but offers a reasonable and more progressive attitude and approach for teaching English through the use of film.

READING AND DIALECT: AN INVESTIGATION OF THE RELATIONSHIP BETWEEN READING COMPREHENSION AND BLACK DIALECT DENSITY Order No. 7922113

BRISARD, Yvonne Stephanie, Ph.D. The University of Wisconsin-Madison, 1979. 87pp. Supervisor: Professor Wayne Otto

The purpose of this study was to investigate the relationship between reading comprehension and dialect density in linguistically different students living in two different areas. Three general questions formed the basis for this investigation. First, will reading comprehension scores differ between the two groups? Second, will the density of dialect in oral speech differ between the two groups? Third, is reading comprehension related to the density in oral speech?

The subjects for this study were sixty third grade students attending two public schools. One school was located in an inner city community of Chicago, the other school was located in a south suburban community of Chicago. Using a table of random numbers, an equal number of subjects was selected from each school.

To investigate the relationships between reading comprehension and dialect density, two assessment tools were employed. First, reading comprehension was assessed with the comprehension sub-test of the Gates-MacGinitie Reading Test. Second, dialect density was assessed with the Index of Dialect Density. An analysis of variance, an analysis of co-variance, and a measure of statistical correlation were used to examine the data.

The statistical findings related to the first question, regarding reading comprehension scores, show that subjects attending school in the inner city score lower than subjects attending the non-inner city school. Findings related to the second question, dialect density, show that subjects attending school in the inner city exhibit a greater use of dialect in oral speech and achieve a higher score for dialect density. The results related to the third question, the relationship between reading comprehension and dialect density, indicate an inverse correlation between reading comprehension and dialect density. The conclusion, then, is that the density of dialect in oral speech appears to affect reading comprehension. However, when the data were examined with dialect density held constant, reading comprehension was still lower in the inner city. This finding suggests that other factors in addition to dialect are operative in the inner city.

A TWO-YEAR LONGITUDINAL ANALYSIS OF ORAL READING ERRORS MADE BY KINDERGARTEN AND FIRST GRADE, LOW-SES STUDENTS TAUGHT WITH A CODE-EMPHASIS PROGRAM Order No. 7927235

CARNINE, Linda McRoberts, Ph.D. University of Oregon, 1979. 199pp. Adviser: Dr. Karl Hesse

Research on oral reading errors has found that children progress through a different sequence of reading strategies relative to instructional approach. Only one longitudinal study has investigated oral reading errors of first-grade children taught with a phonics, code-emphasis approach (Cohen, 1975). The current investigation was designed to replicate this earlier research and extend it to cover two years of instruction with a low-SES American Indian population.

Trends in oral-reading errors of kindergarten and first-grade children instructed with synthetic-phonics materials and methods were analyzed. Data were collected on fifty-three kindergarten and fifty-eight first-grade children from mid-October to June, reading test selections geared to their instructional level, approximately four times during the investigation period. The test materials, specially designed to match students' instructional levels, contained samples of practiced and transfer vocabulary. Comparisons of oral reading strategies across these various word types were made.

Errors on each test selection were classified initially by general category, and then into subcategories by degree of graphic and contextual approximation to the printed text. Percentages of each type of error were calculated and reported over the ten selections, which spanned the two grade levels of instruction.

Kindergarten and first-grade performance on the ten selections showed a trend toward more accurate reading over the eight-month period, suggesting the development of critical reading strategies utilized by the mature reader. Students made over twice as many errors on transfer words as compared to practiced vocabulary, even though transfer words comprised only about one-quarter of the words in each test selection.

Confirming previous research was the high incidence of Nonsense word errors, which occurred more frequently on transfer vocabulary. Real Word substitutions still comprised a majority of the general errors followed by Nonsense and No Response errors. When comparing kindergarten with first grade, movement from Nonsense to more Real Word substitutions appeared to be associated with more proficient reading. A dramatic increase in No Response errors in first grade disconfirmed Cohen's findings of a high, initial incidence of No Response errors followed by a rapid decline. It was speculated that No Response errors were not frequent in kindergarten because children were given a definite sound-it-out strategy early in instruction. These No Response errors increased, however, as first graders attempted to read more for meaning and continued to strive for accuracy. The final general category, Self correcting, showed an upward trend over the two years of instruction on practiced vocabulary.

Three-fourths of the errors were highly similar in terms of graphic approximation, a finding that was consistent with other error research on phonics-taught beginning readers. Only a quarter of the errors were contextually acceptable (also confirming previous research), although there was a slight trend toward greater use of contextual cues in first grade. It is hypothesized children also used contextual cues in accurately reading various phonetically inconsistent transfer word types.

A Home Language Probability Index, based on socioeconomic and home language factors, was developed in order to group children into language-ability groups. Comparisons between groups on error trends were planned, if the Index predicted later reading achievement, and reading and language instructional progress. The Index was not predictive, suggesting that the SES factors were not strongly associated with early reading performance when children received quality instruction. Instead a post hoc analysis of high and low-ability kindergarteners was conducted.

MULTIPLE MEASURES OF SECOND LANGUAGE ACQUISITION AMONG HISPANIC CHILDREN IN A BILINGUAL PROGRAM Order No. 7921551

COOLEY, Hiram William, Ph.D. The University of Wisconsin–Madison, 1979. 211pp. Supervisor: Professor Robert E. Davidson

Bilingual/bidialectal Hispanic children from subcultural minorities show a measured cumulative deficit in educational tests. Bilingual education has been advocated by its proponents as overcoming the problems such children experience. This study sought to examine bilingual language acquisition among linguistically divergent children using four methods to do this: psychological testing, sociolinguistic interviews, observation and ethnography.

The testing results suggest that a drop may exist in measured reading competence when children are introduced to a second language. Interview data reflected clearly that the language spoken in the home is an important variable to take into account when studying language behavior of bilingual children. Both the role of the interactant and the language dominance of the child were significantly related to the proportion of Spanish spoken by these children.

A COMPARATIVE STUDY INVESTIGATING ACHIEVED READING LEVEL, SELF-ESTEEM AND ACHIEVED GRADE POINT AVERAGE GIVEN VARYING PARTICIPATION PERIODS IN A BILINGUAL ELEMENTARY PROGRAM Order No. 7919061

CURIEL, Herman, Ph.D. Texas A&M University, 1979. 148pp. Chairman: Dr. Walter F. Stenning

A quasi-experimental research design was used to compare two groups of similar students. Both groups were Mexican-American seventh grade students who were enrolled in a traditional junior high school curriculum where all subject matter was presented in English. For purposes of this study an elementary bilingual program of varied time was treated as the independent variable. One group, the experimental group (bilingual group) was taught for one or more years in an elementary bilingual program. The control group (monolingual group) was taught in a traditional elementary program where all subject matter was presented in English. The dependent variables examined for comparison purposes included: Seventh and sixth grade reading levels, grade point average achieved during grades one through six, and for the seventh grade; and self-esteem at the completion of the seventh grade.

Reading level was obtained by use of a school administered test, the Iowa Test of Basic Skills, which yielded scores on reading comprehension, language skills, and vocabulary. Self-esteem was measured by use of the Piers-Harris Self-Concept Scale. The obtained measures were subject to analysis of variance (ANOVA) to determine the significance of group differences between the experimental and control groups. Reading scores and school marks, i.e., grades were obtained from the students' school records. The Piers-Harris Self-Concept Scale was group administered by the investigator. Demographic and socioeconomic data were obtained from each student by means of an individual interview.

Conclusions:

The significance of .05 was used as a basis for the rejection of the null hypotheses. Based on the statistical results the following conclusions were drawn:

1. Length of time in the elementary bilingual program whether it was one to three years, or four to seven years produced equal results in seventh grade school performance measures, i.e., reading scores and grade point average; and obtained measures of self-esteem.

2. The control students who were instructed in English for six or more years achieved higher scores on all three measures of reading at the completion of elementary school.

3. The experimental and control students achieved comparable seventh grade reading scores on two of three reading measures obtained at the completion of seventh grade. There were no statistically significant differences between the experimental and control groups on the reading comprehension and vocabulary test scores. The control students' test scores on the English language skills were significantly higher.

4. The study found that there were no statistically significant differences between the experimental and control groups on the total scores of the Piers-Harris Self-Concept Scale. On two of the six subscales the group scores revealed significant differences. The control group had higher scores on the anxiety subscale meaning that the control group perceived themselves as more free of anxiety. The experimental group had higher scores on the Happiness and Satisfaction subscale which translates to a perceived higher level of happiness and self-satisfaction.

5. The study found that the experimental students achieved a significantly higher grade point average in elementary school grades one through six.

6. The study found that there were no statistically significant differences between the experimental and control groups on achieved grade point average in the first year of junior high school.

Recommendations:

Based on the conclusions rendered in the study, the writer strongly recommends that:

1. The study be replicated with the same sample at the students' completion of junior high school and that the study include measures of school absenteeism and retention.

2. The study be repeated with the same sample at the students' completion of senior high school.

3. A similar study be replicated using a much larger sample.

AFFECTIVE VARIABLES AND ORAL ENGLISH PROFICIENCY OF MEXICAN AMERICAN MIGRANT STUDENTS

Order No. 7910537

FLORES, Valentina Melchor, Ed.D. University of Houston, 1978. 111pp.

This study attempted to replicate Gardner and Lambert's (1972) research in Canada concerning the importance of attitudes and motivation and second-language acquisition. The major focus of the study was to investigate a particular set of affective variables and their relationship to oral English proficiency of adolescent Mexican American migrant students. Attitudinal variables selected were the following: (1) attitude toward Anglo American culture; (2) identification with Anglo American culture; (3) lack of identification with either culture (anomie); (4) preference to associate with (a) Mexican Americans who usually speak Spanish, (b) Mexican Americans who usually speak English, (c) Anglo Americans who usually speak English, (d) Anglo Americans who usually speak Spanish; and (5) a motivational orientation for learning a second language, two dimensions of this orientation being instrumental and integrative.

Eighty eighth grade migrant students from three school districts in the Rio Grande Valley of Texas were selected to participate in the study.

Hypothesis 1 predicted that there would be a significant positive relationship between a student's attitudes toward Anglo American culture and his/her oral proficiency in English. The second hypothesis predicted a significant positive relationship between student identification with Anglo American culture and oral proficiency in English. The third hypothesis predicted a significant negative relationship between a student's feelings of anomie and oral proficiency in English. The fourth hypothesis predicted a significant relationship between a student's associative preference and oral proficiency in English; that is, the more a student prefers to associate with Anglo Americans or Mexican Americans who speak English, the more proficient the student will be in speaking English. Hypothesis 5 predicted a significant positive relationship between a student's motivational orientation, either instrumental or integrative, and oral proficiency in English. The sixth hypothesis predicted a significant positive relationship between a student's attitudes on each of the above mentioned variables considered as a group and oral proficiency in English.

What the results tended to indicate is that no relationship was established between the integrative motivational orientation for learning English as a second language and oral English proficiency. No conclusive evidence was established between the instrumental motivational orientation to learn English and oral English proficiency; but the data did show a trend in this direction. These findings tend to contradict Gardner and Lambert's Montreal studies in which they found a correlation between integrative motivation and proficiency in the second language. Social distance, socioeconomic status, and language status differences in the population investigated may account for the conflicting results.

TATTLER: ENVIRONMENTAL INFLUENCES ON PATTERNS OF COMMUNICATION IN A BLACK COMMUNITY

Order No. 7927347

GARNER, Thurmon, Ph.D. Northwestern University, 1979. 262pp. Adviser: Irving J. Rein

A persistent theme filters through the literature on black experiences: that black life is dysfunctional, in disarray, and unorganized. While growing up in a black environment, I became acquainted with images that portrayed whites employing a communication system that itself was in disarray, dysfunctional, and unorganized. Roger D. Abrahams, Grace Sims Holt, and Elliot Liebow hint at an answer to these opposing viewpoints. They conclude that blacks have communication patterns that operate differently from white patterns of communication. Therefore, in this study, I proposed to examine communication strategies in a black community and to discover the environmental influences on the development of those strategies. In short, my aim is to explore environmental influences on the development of negotiation strategies in a black community.

The method of study was participant observation. The research was conducted over a period of 18 months in a small midwest community near Detroit, Michigan. "Tattler" is the pseudonym given to the community under study. The population of the community was estimated at around 2,700 people. The great majority of the people who lived there were black.

The emphasis of the study is rhetorical. The essay is on communication strategies, tactics, and survival techniques. An attempt has been made to explain the interplay, the exchange of real and symbolic influences, and the persuasive impact of a black community environment on a black audience.

Pursuant to this end, the writer first reviews the literature in an attempt to provide insights about the current image of the black community. Chapter II, entitled "Tattler," is an attempt to convey a vivid picture of the sights and sounds of the community. This chapter presents a rounded view of community life and at the same time places an emphasis on community members and their perceptions of Tattler. Hopefully, this chapter will provide the reader with a feel for the community and the people who live there. The third chapter entitled "Training in Rhetorical Skills," examines the effects of environmental influences on the development, understanding, and attitudes of youth toward life as an event to be negotiated. It is suggested in this chapter that the environments where black youth are trained to negotiate will help them to survive in later life. The fourth chapter is a continuation of the examination of stylistic and expressive communication behaviors. The rhetorical impact of hand gestures, walks, and facial expressions is discussed. Chapter V is concerned with "Rhetorical Issues." There is in this chapter an examination of the "public meeting places," the issues that concern people in those "meeting places," and the rhetorical strategies that people in public places use to resolve the issues. Chapter VI introduces and examines the types of rhetorical strategies that members of the Tattler community use to ensure cooperation among one another. Chapter VII is the conclusion, and centers on implications, conclusions, and considerations for future research that can be drawn from the study.

One finds in a study such as this that there is a common body of rhetorical arguments or strategies which people use in everyday life. Because of the spontaneous nature of daily interactions, the rhetorical strategies "do not call attention to themselves." They are rhetorical strategies that individuals use to adjust and readjust to each other in spontaneous discourse. And the observation of the interplay between the individual and his social environment helps to provide an understanding of how people mobilize communication strategists in order to cope with the activities of the day.

DIALECT SPEAKING CHILDREN'S USE OF CONTEXTUAL AND GRAPHIC INFORMATION IN LEARNING TO READ
Order No. 7923589

GBEDEMAH, Gwendolyn Louise, Ed.D. Columbia University Teachers College, 1979. 165pp. Sponsor: Anne McKillop

This study focussed on Dialect Speaking Children's Use of Contextual and Graphic Information in Learning to Read. It examined changes over time in (a) specific error types, and (b) in grammatical acceptability of errors. It analysed (c) whether good and poor readers and (d) rural and urban readers differ in the types of errors made, (e) whether rural and urban readers differ in reading ability, and (f) whether readers make responses in their spoken dialect.

The sample consisted of 50 children, 25 rural and 25 urban. The rural group comprised 12 boys and 13 girls, with mean chronological age of 6.4 years, and mean mental age, on the Pinter Cunningham Primary Intelligence Test, of 4.7 years. The children came from unskilled, farming families. The urban group of 25, consisted of 12 boys and 13 girls, with mean chronological age of 6.5 years and mean mental age score 5.8 years. The parents or guardians were skilled and semi-skilled workers. An Oral Language Competence test showed that the urban children's score was higher than the rural children's. Forty-one (20 rural and 21 urban) children completed the study.

Instruction combined the basal reader approach and phonics. Teachers followed instructions outlined in prepared manuals. Checks were made to ensure that the manuals were being followed.

Data were collected over seven months on passages using words the children had already met in their readers. Children's oral responses were recorded on tape and prepared copies of the content. Contextual errors were categorized as "No Response," "Word Substitution," "Insertion," "Omission," and "Self-Correction." Attempts at "Spelling" or "Sounding-out" were recorded. Errors were analysed for their grammaticality or dialect usage.

The percentage of each score in an error category expressed as the percentage of total errors was computed for (a) each month of the study, and for major errors, for (b) the first and second half of the study and (c) the full period. Word Substitution errors were broken down into five graphic similarity error types, "Story," "Non-Systematic," "Article or Small Function Word," "First or Last Letter Correct," and words having "At Least Half of the Letters of the Stimulus"; and the percentage of each type computed. The t-test for non-independent samples was applied to (a) paired month's scores, (b) first and second half period scores of major contextual and graphic similarity errors, grammatically acceptable errors, and dialect errors, for all the groups. The t-test for independent samples was used for assessing (a) differences in error types between good and poor readers, rural and urban readers, and (b) differences in oral reading achievement between rural and urban readers. The Spearman r was used to determine patterns of growth or decline among the monthly means of major errors. The level of confidence was $p < .05$.

"No Response" errors declined over time for the total group. "Word Substitution" errors increased for all categories of readers. More "Half of the Letters of the Stimulus" were used at the end of the study than at the beginning, with good readers making more of these errors. "Grammatical Acceptable" errors did not increase for any of the groups but good readers made more "Grammatically Acceptable" errors than poor readers. Urban readers made more "No Response" errors than rural readers, while rural readers made more "Word Substitution" errors. Urban readers' errors were more grammatically acceptable than rural readers'. There was no difference between their "Graphic Approximation" errors, or final reading achievement. Readers all made relatively few errors in their spoken dialect. Comparisons with beginning readers' error patterns in other countries were discussed.

A STUDY OF BLACK ENGLISH AND STANDARD ENGLISH WITH REFERENCE TO LINGUISTIC PROBLEMS OF STUDENTS IN A COLLEGE WITH A BLACK HERITAGE
Order No. 7928293

GRAY, Mady Oen, Ph.D. The University of Texas at Austin, 1979. 215pp. Supervisors: John G. Bordie and Roger D. Abrahams

Studies have shown that students whose dominant dialect is Black English are impeded in their academic progress by linguistic problems in their Standard English communication skills.

This study is concerned with the linguistic problems of college students who are speakers of Black English and for whom a regular Freshman English curriculum would not suffice. It is the task of English teachers to teach and assist these students in the acquisition of competency in Standard English.

The purpose of this study is to provide English teachers from the dominant culture of the U. S. A. whose linguistic experiences are mainly Standard English both background information and teaching guidelines for the teaching of English to Black English dominant students at predominantly Black colleges and universities.

The objectives of this study are to acquaint teachers with five language aspects that have direct relevance to their teaching of Standard English to Black English speakers at the college level. These objectives are: (1) To acquaint teachers with the linguistic and sociolinguistic aspects of Black English, the native dialect, by the presentation of a review of various points of view within the literature on Black English. It is strongly believed that familiarity with the students' language and cultural background will ensure a better perception and understanding of the students' native dialect. (2) To acquaint teachers with the broad perspective of Standard English, the target dialect, as a social, national, and international language. This perspective demonstrates the desirability of students including Standard English competence in their linguistic repertoire. (3) To acquaint teachers with students' attitudes toward Standard English and Black English so that they will be able to teach Black college students more perceptively. This study presents the results of a student response questionnaire about language awareness. (4) To acquaint teachers with the nonstandard English linguistic features which have been identified as stigmatized Black English linguistic patterns. Examination of samples of students' writing and an analysis of the linguistic nature and frequency of occurrence of nonstandard features in students' writing provide information on the linguistic areas in which the students need intensive practice. (5) To acquaint teachers with the teaching of Standard English as a second dialect (TESD) approach. This study presents a review of TESD methods of various educators and linguists, and this writer's applied linguistic approach based on contrastive analysis.

READING INTERESTS RESPONSES OF BLACK ADOLESCENTS TO A BI-RACIAL ANNOTATED FICTITIOUS TITLES SURVEY
Order No. 7924724

KATZ, Rita Shirley, Ph.D. University of Pittsburgh, 1979. 193pp.

The purpose of this study was to identify the expressed reading interests of 360 black adolescents from two urban Pittsburgh, Pennsylvania schools. Reading preference variables studied in this survey were age and sex of the reader, plot category, and race of the major figure or figures. Special attention was also given to comparing the relationship between reading interests of the black students in this study and the reading interests of Caucasian students of the same age groups as reported in previous studies.

A Bi-Racial Annotated Fictitious Titles Survey (BAFTS) was developed by the researcher for written presentation to black adolescents in their English classrooms. The 48 annotated, fictitious titles covered twelve general areas of literary

plot categories, with half of the annotations relating to black figures within the story content. The 50-minute survey was administered to 25 individual classes, encompassing four age groups, fourteen, fifteen, sixteen, and seventeen, with a minimum response level of 40 students for each age group, for a total of 192 girls and 168 boys.

One major statistical design was used in the BAFTS. A Four-Way Analysis of Variance (2x4x2x11) with repeated measures on the last two factors was employed. Forty-four titles grouped into eleven categories with two titles each for books with black and with white figures were analyzed. The Scheffe Multiple Comparison procedure was employed between category means to determine areas of significance. In addition, general descriptive measures were used with the inclusion of the additional categories of Romance and Black-White Romance.

In the Four-Way Analysis of Variance, significant differences were found for both student response to plot category (.001 level) and race of the major figure or figures (.001 level). Sex was not found to be a significant determiner and age was not found to be a significant determiner of reading interests. However, there were five differences found for the interactions between independent variables. Significant interactions were found between age of the reader and category (.05 level), age, sex of the reader and category (.05 level), sex of the reader and category (.001 level), category and race of the major figure (.01 level), and sex of the reader, category and race (.05 level). Nine of the eleven categories with black figures had means significantly higher than the same categories with white figures.

There were considerable differences in reading interests when racial content and plot categories were taken into consideration.

1. There were significant differences between mean scores for the eleven categories, with peer, reality-based stories and supernatural stories scoring significantly higher than most other stories.

2. Fourteen and seventeen year olds were most alike in their interests, while fourteen year old males and fifteen year old females were the most difficult.

3. Female students responded with a high degree of interest to all four Romance stories, while the males responded with a high degree of interest to only the black-white Romance stories.

4. Female interests seemed more clearly defined, and did not vary greatly with age. Male interests were less defined and varied with age to a greater degree.

5. Race, as a significant factor in interests, was indicated by the total mean score for the eleven black-figured categories being significantly higher than the total mean score for the eleven categories making no reference to black figures.

6. Both male and female students of this study would possibly read more and over a wider range of topics if racial identification with materials were possible for them.

A STRUCTURAL ANALYSIS OF THE ORAL LANGUAGE OF DISADVANTAGED BLACK CHILDREN IN EAST CHICAGO, INDIANA: A LONGITUDINAL STUDY Order No. 7926399

KRAJEWSKI, Raymond Joseph, Ph.D. Purdue University, 1979. 91pp. Major Professor: Arnold Lazarus

The primary purpose of this longitudinal study was to describe the syntactic structures employed in the speech samples of black children originally enrolled in the Head Start program conducted by the East Chicago, Indiana, schools during the summer of 1965. Focusing on the clause, the T-unit (an independent clause and all accompanying dependent clauses), and "sentence-embedding" transformations, the description included classification and computation of:

1. The number of main clauses falling within each of fourteen possible patterns
2. The average number of words per clause
3. The average number of words per T-unit
4. The ratio of clauses to T-units
5. The number of "sentence-embedding" transformations used per T-unit (including nominal, adverbial, and coordinating structures).

The central question evolving from this description is whether or not the pattern of syntactic development evidenced in the language samples of these disadvantaged black children differs from that of middle-class children in other studies.

Language samples were obtained at three different periods of educational development: in July, 1965, as they began their Head Start experience; in May, 1969, as they moved into the school's departmentalized programs; and in May, 1978, as they approached the normal date of graduation. These taped language samples, obtained in an adult-child setting through picture stimuli, were transcribed orthographically for the analysis producing the following findings:

1. Analysis of the 65,757 word corpus revealed a 49% decrease in the ratio of mazes to T-units and a 25% reduction in maze length. While the average number of mazes per student remained fairly stable, most mazes were produced by a few pupils.
2. While all fourteen clause patterns appeared in Head Start samples, four patterns accounted for 90% of the clauses. This percentage and the Head Start pattern profile remained relatively constant over the years. The ratio of partials to T-units dropped from 2.414 to .146 over thirteen years.
3. Although the average words per transcript increased by only 43 words from the third to the twelfth grade, mean T-unit length increased at every level (5.38, 6.97, 10.26). Mean T-unit length for this sample was below that of middle-class pupils in other studies.
4. The mean number of clauses increased over the grades. While the ratio of all dependent clauses to T-units rose sharply, the ratio of the adverbial clause was greatest. After grade three, mean clause length remained fairly constant.
5. The density of transform in relation to T-units increased at every level. Although nominal transforms predominated at all grade levels, the greatest gain occurred in adverbial transforms. The most frequent noun-headed nominal structures were the noun + possessive, the noun + adjective, and the noun + prepositional phrase. While non-headed structures appeared less frequently, noun clauses surpassed all other nominal constructions by grade twelve. These nominals were most likely to function grammatically as direct objects, subjects, objects of prepositions, and subject complements.
6. Among coordinating structures formed by transformations, those linking nominals appeared more frequently than those joining predicates or modifiers.
7. Although no great differences exist between girls and boys in their use of syntactic structures, when they did occur, they usually favored girls in Head Start and grade three, but boys in grade twelve.
8. These disadvantaged black children, even though they fell below middle-class norms on several measures, reflected a similar syntactic developmental pattern in their having increased T-unit length, clause to T-unit ratios, and transform density.

BLACK STUDENTS' AND WHITE FACULTY MEMBERS' PERCEPTIONS OF BLACK STUDENTS' CLASSROOM COMMUNICATION Order No. 7917485

MCNAIRY, Francine Gladys, Ph.D. University of Pittsburgh, 1978. 190pp.

The purpose of this study was to (a) determine if black students understand white instructors' expectations for classroom communication; (b) ascertain the extent to which black students meet white instructors' expectations for classroom communication; and (c) identify those explanations that account for black students' communication behavior in the classroom. The data were derived from the perceptions of black students and white faculty members.

Eighty-four black students, twenty-two white students (serving as the control group) and thirty-six white faculty members from Clarion State College, Clarion, Pennsylvania, participated in the study. Rating scales and open-ended questions were used to obtain the perceptions of students and faculty members, i.e., Class Participation Questionnaire #1 (for students) and Class Participation Questionnaire #2 (for faculty) which was the counterpart of the student's questionnaire.

Seven hypotheses were formulated. The following hypothesis was supported by percentages and content analysis results: Black students understand white faculty members' expectations for classroom communication and know how to meet them. Four hypotheses which were statistically confirmed at the .05 level of significance were as follows: (a) There will be a significant difference between black students' and white faculty members' perceptions of the extent and quality of black students' classroom communication; (b) There will be a positive correlation between black students' and white faculty members' perceptions of black students' overall classroom communication; (c) There will be a positive correlation between black students' perceptions of their overall behavior in classroom communication and their final class grade; and (d) There will be a positive correlation between white faculty members' perceptions of black students' behavior in overall classroom communication and the black students' final grade. The sixth hypothesis, which was statistically confirmed at the .05 level of significance, but unsupported by content analysis data, was stated as follows: There will be a significant difference between black students' and white faculty members' explanations to account for black students' classroom communication. The seventh hypothesis was statistically unconfirmed and was stated as follows: Black students' self-rating of overall classroom communication will vary according to (a) sex, (b) classification, (c) the black student's family's college experience; (d) Q.P.A. and (e) final class grade.

The general conclusions drawn from the study are that black students and white faculty members disagree on the extent and quality of black students' classroom communication; however, for the most part they agree that the participation is inadequate and they agree on the explanations that account for black students' classroom communication. More specifically, they agree that black students' personal attributes, such as skill inadequacies, fears and insecurities were the major factors inhibiting their classroom communication. However, a significant portion of black students' concerns resides within the behavior and attitudes of white faculty members.

THE INTERPRETATION OF VERB TENSE IN WRITTEN PASSAGES BY BLACK ENGLISH-SPEAKING AND STANDARD ENGLISH-SPEAKING CHILDREN Order No 7914701

MIYAMURA, Candace Patricia, Ph.D. University of California, Berkeley, 1978. 180pp.

The Black English rule of final consonant cluster reduction often deletes the -ed suffix thereby creating homophonous present tense and past tense forms of regular verbs. It was hypothesized that these homophonous forms would cause tense interpretation difficulties for Black English speakers and that these difficulties would interfere with reading comprehension.

To examine this hypothesis, a reading task was designed to measure the ability to correctly interpret verb tense and was administered to 18 BE speakers and 18 standard English (SE) speakers who were reading at the second grade level. To equate for reading ability SE speakers were drawn from grades 2 and 3, and BE speakers were drawn from grades 4 and 5 because most children reading at the second grade level were enrolled in these respective grades for the two dialect groups.

Each item of the reading task was composed of two parts. Part 1 was a three-sentence paragraph containing the critical verb to be interpreted, and students indicated whether they thought the verb was present or past tense. Part 2 was a series of four general comprehension questions designed to determine if comprehension was affected by difficulties with tense interpretation.

Three types of verbs were employed to study the effects of verb form on tense interpretation. Irregular verbs in past tense form served as a measure of baseline performance because BE and SE speakers correctly interpret the tense of irregular verbs. Regular verbs in -ed suffix form were employed to examine performance when -ed suffix deletion was hypothesized to interfere with tense interpretation. Finally, present tense forms of regular verbs were included to determine if they were also misinterpreted because of confusion between the homophonous present tense and past tense forms of regular verbs.

To investigate whether redundant tense cues could aid tense interpretation when difficulties were experienced, three cuing conditions were employed. In one condition no cue was given, and interpretation depended entirely on the proper interpretation of the critical verb. In the other two conditions a cue in the form of an irregular verb was given in addition to the critical verb.

The results indicated that tense interpretation difficulties were not limited to BE speakers, but that BE and SE speakers did not exhibit the same performance pattern. As expected, performance on the irregular verb items was high for both BE and SE speakers. SE performance on -ed suffix verbs was as high as SE performance on irregular verbs suggesting no interpretation problems. Tentative evidence suggested that the BE speakers may have experienced some difficulty with -ed suffix verbs, but their performance was not significantly lower on -ed verbs than on irregular verbs. Both dialect groups exhibited poor performance on present tense items, but BE group performance was significantly lower than SE group performance. The poor present tense performance probably resulted from the students exhibiting the natural oscillation between historical present and past tense that favors past tense forms and is often observed in narratives. The significantly higher performance by SE students probably reflected their greater adherence to verb agreement constraints.

Cuing had no effect for either dialect group, and there was no verb X cue interaction. Apparently cuing neither aided nor hindered performance. Performance on the general comprehension questions was moderately high and consistent across all verb types and cuing conditions indicating that general comprehension was unaffected by tense interpretation difficulties. Therefore it was concluded that difficulties with tense interpretation should not be considered a major barrier to reading acquisition.

A COMPARATIVE STUDY OF THE ENGLISH LANGUAGE PROFICIENCY OF MONOLINGUAL AND BILINGUAL CHILDREN Order No. 7917487

MOLL, Dianne-Lynn, Ph.D. University of Pittsburgh, 1978. 272pp.

This study was designed to determine if a bilingual second-grade population compared favorably with their monolingual peer group on a battery of tests measuring their English language proficiency. The research was based on the position that there is a necessary level of linguistic attainment for satisfactory academic achievement in a second grade population.

The subjects were 130 children attending second grade in American schools, located on military bases in South West Germany. The experimental Group was comprised of sixty-five children regarded as being bilingual. The Control Group was sixty-five monolingual American English speakers selected from the same classrooms as the Experimental Group. The bilingual and monolingual students were matched on the following parameters: sex, age, classroom teacher, father's military rank, and classroom achievement.

The children were screened for intellectual limitation or incapacitating emotional difficulties on the Goodenough Draw-a-man Test. A language questionnaire was obtained from the parents of each child to determine the nature of the child's language contacts, and the validity of his/her membership in the bilingual or monolingual group; the children's classroom teachers also provided an evaluation of each child's scholastic achievement.

The test battery consisted of four tests: two standardized tests -- the Peabody Picture Vocabulary Test (PPVT), and the Gray Oral Reading Test (Gray), and two tests developed by the examiner -- a morpheme assessment task (MAT), and a sentence repetition task (SRT). Taped recordings of the children were evaluated for foreign accent by three judges.

On tests of vocabulary (PPVT) and morphology (MAT), the monolingual children performed significantly better (at the .001 level) than the bilinguals. There was no significant difference in the performance of the two groups in sentence repetition (SRT), and oral reading (Gray). However, a higher percentage of the bilingual children's errors in sentence repetition and oral reading was agrammatical. The bilingual and monolingual groups could not be differentiated from one another on the basis of the phonological aspects of foreign accent.

Bilingual students compared favorably with their classmates on measures of oral reading and sentence repetition, although not on measures of vocabulary and morphology. Since the bilinguals were matched on academic achievement with their monolingual peers, we can assume that their vocabulary and morphology were adequate for the second-grade, even if not as extensive as that of the monolinguals. Linguistic deficiency as measured by the PPVT and MAT must be regarded cautiously when seeking explanations for academic failure. The results did not indicate a linguistic advantage for bilingual students in the English language, but conversely they were not at an academic disadvantage by the linguistic limitations that this test battery revealed.

THE DEVELOPMENT AND VALIDATION OF A SCREENING INSTRUMENT (PICLS) FOR ASSESSING THE SPEECH AND LANGUAGE DEVELOPMENT OF SPANISH-SPEAKING PRESCHOOL CHILDREN Order No. 7923270

PAYÁN, Rose Marie, Ph.D. University of Colorado at Boulder, 1979. 133pp. Director: Leonard M. Baca

Speech clinicians should be able to distinguish a language difference from a language and/or speech disorder. The identification of a real disorder is often more complex when the child speaks a language other than English. Assessment measures are often not available in other languages and limitations are encountered when tests are merely translated or adapted to specific language groups.

The Payán – "INREAL" Child Language Screening Test, PICLS, was developed to assist speech clinicians in determining possible language disorders among Spanish-speaking preschool children. The PICLS was pilot tested on Spanish-speaking preschool children ranging from three to five years of age. A critical review of the items of the PICLS was made by a team of professionals consisting of Head Start teachers, bilingual speech clinicians, and special education and bilingual educators. This analysis, along with the information received through the pilot test, assisted in the revision and further development of items appropriate for use with Spanish-speaking children.

The PICLS was administered to 59 four and five-year-old Spanish dominant children participating in a Head Start program. The program is located in Socorro, Texas, which lies twenty-five miles east of El Paso, Texas, and borders Mexico.

The degree of validity for the PICLS was determined by comparing the PICLS subtest and total test scores with two separate external judgments, a) an Independent Professional Assessment and b) Combined Referral information.

The first external criterion, the Independent Professional Assessment, was the total rating given to each child by a bilingual speech clinician. A Spanish-speaking speech clinician from the University of Texas at El Paso screened all 59 children, who had previously been assessed with PICLS, with an informal test battery consisting of a Spanish articulation test, a series of simple directions, and a section which required the child to describe the action depicted in two pictures. The clinician rated the child's errors in articulation, receptive language, and expressive language as; 1 – severe, 2 – moderate, 3 – mild, or 4 – normal. These ratings were compiled and a total performance rating was obtained, creating the Independent Professional Assessment external criterion to which PICLS performance was compared.

The second external criterion, a Combined Referral, was the composite of three independent judgments. A judgment indicating which children should be referred for further speech and language testing was independently made by 1) the investigator, 2) the student speech clinician and 3) the Head Start staff.

1. The investigator, upon administering the PICLS, independently identified children who needed further testing.

2. The bilingual student speech clinician also independently made a pass/fail judgment indicating which children should be referred for further assessment.

3. The Head Start staff had previously identified those children who should be referred to the program's speech clinician.

These three independent judgments were combined to form the second external criterion -- the Combined Referral.

The validity coefficient for the total test and Independent Professional Assessment external criterion was .696. A validity coefficient of -.675 was obtained between the PICLS and the Combined Referral external criterion.

The Hoyt formula of internal consistency was used to arrive at the reliability coefficient of the PICLS and its subtest. The reliability coefficient for the total test was .92.

An item analysis on each subtest of the PICLS identified questionable and non functioning items. The types of speech errors made by children who were and were not referred for further testing were also identified.

The PICLS, as presented herein proved to be a reliable and valid measure in identifying Spanish-speaking preschool children suspect of having a speech and language disorder.

EFFECTS OF BILINGUAL EDUCATION ON LANGUAGE USE AND LANGUAGE PREFERENCE OF FOURTH-GRADE MEXICAN AMERICAN CHILDREN IN FOUR BILINGUAL EDUCATION PROJECTS IN TEXAS Order No. 7920187

PÉREZ, Ernest, Ph.D. The University of Texas at Austin, 1978. 214pp. Supervisor: Mark Seng

This study examined the effects of Spanish-English bilingual education on the language use and language preference of fourth-grade Mexican American students in four bilingual education projects in Texas. The project sites were located along the Lower Rio Grande Valley, along the Texas-Mexican border in southwest Texas, central Texas and in north Texas.

A total of 168 fourth-grade Mexican American students were administered a Language Use Survey developed by Hoffman (1934) and modified by Mackey (1972) to measure bilingualism in the domains of the home, neighborhood, and school.

The findings showed that:

1. Inferences regarding program type and language use were not possible. Since most of the observed differences between sites were accounted for by the geographical location of the site, it was difficult to infer any specific effects as a result of the bilingual program.
2. The bilingual projects in the study appeared to have the effect of increasing the use of Spanish among its Spanish/English-speaking participants as compared to the control group.
3. The students in the bilingual programs reported an increase in the frequency of Spanish used in the domains of the neighborhood and home. Both groups reported using English and Spanish in both domains; however, the bilingual program participants reported using slightly more Spanish than English in the home, whereas the converse was true for the nonbilingual program participants. Both groups reported using slightly more English than Spanish with peers in the neighborhood domain.
4. Results of the self-reported responses showed that students in the bilingual programs perceived themselves as being more proficient in Spanish than was reported by their counterparts.

EXPRESSED READING PREFERENCES OF MEXICAN-AMERICAN CHILDREN IN THE SEVENTH GRADE
Order No. 7925785

PETERSON, Marilyn La Rene, Ed.D. University of Northern Colorado, 1979. 136pp.

The Problem

Hypotheses have been advanced to account for the fact that Mexican-American children often encounter difficulties in reading. Some argue that the problem is generated, in part, by a lack of ethnic materials with which these children can identify. An implied assumption is that Mexican-American children are somehow different from their non-Mexican-American counterparts in their reading preferences. Others assume that the Mexican-American cultural heritage promotes differences between boys and girls in their reading preferences. In the absence of a body of research about reading preferences of Mexican-American children, educators and publishers do not really know what constitutes appropriate instructional materials for them. The goal of this research was to establish more suitable criteria for selecting appropriate materials for Mexican-American children. A sample of 432 seventh grade children in Imperial County, California, was used.

Methodology

The investigation involved three phases of illustrations and descriptions from modern realistic fiction books for children. The questionnaire was created and first utilized among inner-city children by Dr. Jerry L. Johns for a doctoral study at Michigan State University in 1970. Contrasting descriptions and illustrations depicting stark and pleasant settings, high and low self-esteem characters, and positive and negative group interaction were used. Following each pair in each phase, the children responded to three questions, answering a total of 36 questions. All of the descriptions and questions were tape recorded so that ability to read would not influence the results of the study.

Twelve hypotheses were tested. The data were tabulated on contingency tables and chi square and correlation figures computed.

Results

1. There was no statistically significant difference (.05 level) between Mexican-American and non-Mexican-American children in their preferences for settings, characters, and group interaction in stories and books. (Hypotheses 1A, 1B, and 1C)
2. There was no statistically significant difference (.05 level) between Mexican-American girls and boys in their preferences for settings and characters. Significant difference was found between girls and boys in their preferences for group interaction. (Hypotheses 2A, 2B, and 2C)
3. For Mexican-American girls and boys there was no statistically significant relationship (.05 level) between their choices for settings, characters, and group interaction in stories and books and their perceptions of their environment, themselves and their peer group interaction. (Hypotheses 3A, 3B, and 3C)
4. For Mexican-American girls, statistical significance was found (.05 level) between their expressed preferences for settings in stories and books and their preferred living environment, between their choices for characters in stories and books and the person they would prefer to be. (Hypotheses 3D and 3E)
5. For Mexican-American boys, statistical significance was found (.05 level) between their expressed preferences for characters and the person they would prefer to be, between their choices for group interaction and the group with which they would prefer to live and play. (Hypotheses 3E and 3F)
6. Seventy-six per cent of Mexican-American girls and sixty-nine per cent of boys preferred the English language over the Spanish language for reading. (Descriptive data)
7. If given a bloc of leisure time, 55.3 per cent of Mexican-American girls and 73.3 per cent of boys prefer to watch television (Descriptive data)

Conclusions

The findings of this study suggest that it is not necessary to create specialized ethnic materials for Mexican-American children to read. In addition, the data do not support sex differences in the reading preferences of Mexican-American children except in one area--group interaction.

AFRO-AMERICAN CULTURE/COGNITION RELATIONS: AN EXPLORATORY STUDY OF METAPHORIC LANGUAGE AMONG CHILDREN Order No. 7911538

PHILLIPS, Carol Brunson, Ph.D. Claremont Graduate School, 1979. 153pp.

This investigation was designed to explore processes for the development of a conceptual framework for understanding the culture and cognition relations of Afro-American children. The approach draws from several theoretical assumptions taken from the general study of culture/cognition relations, namely:

1. That the value orientation in a culture symbolically gives rise to the rules for the organization of experience;
2. That the rules for the organization of experience are embodied in and transmitted by the language.

As past investigations have suffered from limitations imposed by the way in which Afro-American culture is conceived, primary attention was given to the view of culture that takes into account the historical evolution of Afro-Americans. As such, the concepts suggested regarding the value orientation and its cognitive and linguistic concomitants represent the historical reality of an African origin impacted by an American experience.

Among the linguistic dimensions hypothesized to reflect the manner of organization of cognitive strategies is metaphor. To determine usefulness of the study of metaphor for informing future studies of information processing strategies, an exploratory investigation was conducted by describing the features of metaphor manifested in the language of a small sample of five-year-old Afro-American children. The data revealed (1) the frequent use of metaphors in their naturally occurring conversations with each other, (2) the occurrence of metaphors in both novel and frozen forms, and (3) the occurrence of four varieties of explicit and implicit comparisons.

The evidence suggested that metaphoric language is a viable linguistic phenomenon for the study of culture/cognition relations in young children.

THE ACQUISITION OF FOUR BLACK ENGLISH MORPHOLOGICAL RULES BY BLACK PRESCHOOL CHILDREN Order No. 7916019

REVERON, Wilhelmina Wright, Ph.D. The Ohio State University, 1979. 212pp. Adviser: Associate Professor Sheila Goff

The purpose of this study was to determine the order of acquisition of four roles of Black English morphology, plural, possessive, past tense, and third person singular, by three- to six-year-old black children from two socioeconomic status levels, as a result of two modes of presentation, Black English and Standard English carrier phrases. There were 80 subjects. Group I consisted of 40 children from middle socioeconomic status environments, and Group II consisted of 40 children from lower socioeconomic status environments. Within each group, there were four age levels, three, four, five, and six years. Ten children were in each age level. Nonsense syllables were employed to elicit morphological responses from the children.

The syllables were recorded on magnetic tape with two modes of presentation. Carrier phrases in both Standard English and in Black English preceded and were interspersed with the nonsense syllables. Children listened through headphones and made appropriate responses. The number of responses was the criterion measure employed for statistical treatment. The purpose was to determine internalization on the part of the child of four linguistic concepts, in Standard English and in Black English.

For Group I, the sequence of acquisition for Standard English morphemes was found to correlate with that reported in the literature, possessive, plural, past tense, and third person singular. The pattern which emerged for Black English rules of morphology was the same as Standard English until age five. After five years, the pattern was reversed, third person singular, past tense, plural, and possessive. The sequence observed for Group II, for Standard English rules of morphology was plural, possessive, past tense, and third person singular; for Black English rules of morphology, the pattern was third person singular, possessive, past tense, and plural. Mode of presentation was found to be a significant factor in this study. The subjects in Group I, middle socioeconomic status, produced more Standard English morphemes to Standard English mode of presentation and fewer Black English morphemes to Black English mode of presentation than subjects in Group II, lower socioeconomic status.

ORAL LANGUAGE GAINS IN A FRENCH-ENGLISH BILINGUAL EDUCATION PROGRAM IN IBERIA PARISH (LOUISIANA) AS MEASURED BY A REPETITION INSTRUMENT Order No. 7920197

RICHARD, Lawrence Louis, Ph.D. The University of Texas at Austin, 1979. 142pp. Supervisor: Thomas D. Horn

The study consists of the administration of a pretest and a posttest using the Gloria and David English-French Test, a repetition-type instrument, to a group of 150 rural first and second graders in Iberia Parish Schools (Louisiana). The experimental group consisted of 100 of the children participating in the first year of the school district's bilingual education program; the 50 children constituting the control group did not participate in the program. Test results were computed with a one-between one-within analysis of variance. Scores of first and second graders were analyzed separately.

Results showed that the children were able to repeat most of the 25 English sentences with little difficulty, whereas they were by and large unable to understand or repeat the sentences of the French test. Their performance on the English test was scored on their ability to repeat nine variables, either phonological or morphological features. Among first graders, significant differences occurred on six of the variables from pretest to posttest. No significant differences occurred between groups. Among second graders, significant differences from pretest to posttest occurred only on two variables; and, on one of these, there was a significant difference between performances of the groups. Performance on the French test was scored on one variable: ability to repeat individual words. There were significant differences in performance from pretest to posttest and also between groups at both grade levels.

Based on conclusions drawn from the above data, certain limitations of the Gloria and David Test are pointed out and possible directions for modification are briefly identified.

A COMPARISON OF ACHIEVEMENT OF MEXICAN AND MEXICAN-AMERICAN CHILDREN IN THE AREAS OF READING AND MATHEMATICS WHEN TAUGHT WITHIN A COOPERATIVE AND COMPETITIVE GOAL STRUCTURE Order No. 7921046

SANCHEZ, Juanita L., Ph.D. University of California, Santa Barbara, 1979. 259pp.

The purpose of this study was to determine whether there is a relationship between student achievement and specific ethnic and profile characteristics of the student and the teacher. The focus of the study were Mexican and Mexican-American students enrolled in fifty-eight bilingual settings in grades K-6. Five independent variables related to the student and based on language dominance were identified.

- "A" – non-English speaking student.
- "B" – limited English speaking student.
- "C" – bilingual and/or fluent English Spanish-surnamed student achieving below Q_1.
- "D" – bilingual and/or fluent English Spanish-surnamed student achieving above Q_2.

"E" – fluent English non-Spanish surnamed student. Four independent variables in respect to the teacher were identified as follows:

Cooperative response. This was determined by teacher response as measured in the three instrumental design by Cordero (1978).

Teacher training. Three groups were identified: Group One which received the confluent training; Group Two received the Didactic training; and Group Three served as the control group and received no training.

Ethnicity. The model made reference to the teacher being Chicano/Chicana.

Grade Level. Grade level taught by teacher included in the study.

A multiple regression prediction technique was used and the independent variables included were only those which contributed to the model and were significant at the 5 percent level. Post test scores on the California Test of Basic Skills in English reading and math were used as the dependent variable.

The operational hypotheses were:

H_1 There will be no relationship between the 1) teacher's cooperative self-perception, 2) cooperative response in a dilemma situation, 3) ability to provide cooperative learning opportunities in the classroom, and the achievement of Mexican students in the areas of reading and math.

H_2 There will be no relationship between the 1) teacher's cooperative self-perception, 2) cooperative response in a dilemma situation, 3) ability to provide cooperative learning opportunities in the classroom, and the achievement of Mexican-American students in the areas of reading and math.

Both hypotheses were rejected by the findings. A significant relationship was found between cooperative response and the achievement of Mexican and Mexican-American students in a bilingual setting in both the areas of reading and math. Mexican and Mexican-American students respond negatively to a cooperative teacher in the lower grades (K-2) and positively in the upper grades (3-6). The reverse then is held to be true; Mexican and Mexican-American students respond positively to the competitive teacher in the earlier grades and respond negatively to the competitive teacher in the upper grades. Influence, both positive and negative, was at the 5 percent level of significance.

A bilingual setting with a Chicano teacher who is bilingual yields positive results in the areas of reading and math. The findings further seem to indicate that the use of the language other than English within the bilingual setting is not the only factor that has a positive influence in reading and math scores. Systematic differences in social motivations and learning styles existing between ethnic student population would seem to contribute at a significant level. The results of this research would seem to provide one more piece to the puzzle of the nature of relationships between educational variables.

The limitations as discussed within the study make conclusions and generalizations tentative. Nevertheless, the emergence of some possible trends could provide suggestions for areas for further research and also suggest changes be considered in the teacher training process. The task is left for those involved in future research to systematically explore and further ascertain whether the types of learning environment provided in schools is more or less effective given differences in the relative dominance of various motives.

A COMPARATIVE STUDY OF THE EFFECTS OF THE USE OF A DIAGNOSTIC/PRESCRIPTIVE APPROACH VERSUS A TUTORIAL APPROACH TO THE TEACHING OF ENGLISH TO NON-ENGLISH SPEAKING ELEMENTARY SCHOOL CHILDREN IN A LARGE URBAN SCHOOL DISTRICT IN COLORADO

Order No. 7923283

SCUDDER, Bonnie Elizabeth Todd, Ph.D. University of Colorado at Boulder, 1979. 248pp. Co-Chairpersons: Leonard Baca, Stanley Ratliff

Purpose of the Study

The purpose of this study was to determine if there were significant differences in mean scores on oral English proficiency and academic achievement between two groups of non-English speaking elementary children who participated in two different English-as-a Second Language programs in Colorado. The first group received ESL instruction at centers from specially trained, experienced, certified teachers in the Diagnostic Non-English Speaking Program, funded under ESEA Title I. The second group was taught ESL by paraprofessional tutors in the individual schools through the English Language Tutorial Program, which received state funding. Both programs operated within the Denver Public Schools during different school years.

In addition, this research project investigated (via questionnaire) other ESL or bilingual programs functioning at the elementary level in selected urban school districts across the country. This was done to provide a basis of comparison for the two approaches used in this study. It also should provide more information on programs operating in the ESL/bilingual field.

Procedure and Sample

The first group, consisting of 187 non-English speaking children (k–6) from many countries, was post-tested using the Wide Range Achievement Test, the Illinois Test of Psycholinguistic Abilities Verbal Expression subtest, and the Language Sample. The second group, consisting of 130 non-English speaking children from many countries, was posttested using the same instruments. Also, a Language Rating Scale, designed to measure the level of usage of English within the regular classroom, was completed by the classroom teacher following the posttesting of each child in the study.

Analysis of Data

The analysis of variance in a three factor, 28 cell design was employed to measure differences between posttest means of the two groups on the five variables. The factors were: grade level (k–6), treatment group (Diagnostic and Tutorial), and language group (Spanish and Other). The five variables (dependent) were: oral English fluency, oral English expression, achievement in math, achievement in reading, and classroom language usage level. The analysis of variance technique in the BMD05V computer program was utilized with the following statistical differences shown.

Findings

In the area of oral English proficiency (as demonstrated by performance on the Language Sample, ITPA, and the Language Rating Scale) the children in the Diagnostic Non-English Speaking Program scored significantly higher (.01 level of confidence) than did children in the English Language Tutorial Program.

In the area of academic achievement (as demonstrated by performance on the WRAT in the areas of reading and arithmetic), treatment means indicated no significant differences between the two groups.

On the five dependent variables a total of ten significant interactions were shown. On the academic achievement measures the trend was consistent with the Diagnostic Program appearing to be more effective for the Spanish-speaking children, while the children from the other language backgrounds did equally well, regardless of program.

Conclusions

The results of this study revealed that elementary non-English speaking children achieved a higher level of fluency and expressive ability in English when they participated in the Diagnostic Non-English Speaking Program, as opposed the English Language Tutorial Program. Differences between the two programs in the areas of academic achievement were non-significant.

BIDIALECTALISM AND LEARNING TO READ

Order No. 7916821

STRAND, Corrinne Marie Erickson, Ph.D. The University of Michigan, 1979. 96pp. Chairman: Donald E. P. Smith

Instruction in reading is based upon competence in spoken language. When the language of instruction ("school English") is similar to the child's spoken language, learning is facilitated. When school English and spoken English deviate markedly, as in some dialects, learning is impeded. School English may be treated as a second language for dialect speakers and may be taught before reading instruction is initiated in the first grade.

One difference between school English and Black English Vernacular (BEV) is the omission of word endings, called "consonant reduction." The learning of phoneme/grapheme (sound-letter) correspondences constitutes a substantial part of the learning to read process. When word endings do not occur in the child's dialect but do appear in print, the child is understandably confused.

This dissertation reports an attempt to measure consonant reduction and to train children in equivalent expressions in Black English Vernacular and Standard American English (SAE) (a close approximation to school English).

A Consonant Reduction Test was developed and validated. It consists of 66 items including 11 phonological variables in word-final consonant clusters. For each phoneme the child is asked to recognize BEV-SAE equivalents, to produce them (i.e., say both) and to use both of them in context. Both subtest scores and total scores demonstrated unusually high reliability (r's: .92 to .96). Item-test coefficients, based upon Flanagan's nomograph for the top and bottom 27%, varied from .02 to .88 with a median of .60. There was no discernable difference in efficacy between the three major tasks nor between the BEV and SAE items.

A training program designed to increase bidialectal skill was developed and used for 8 weeks, 15 to 30 minutes each day, with two pre-school mixed classes (N = 37). A comparison group (N = 27) was also measured. Mastery (arbitrarily defined as a score of 66%) is based upon these criteria (1) recognition of the stimulus (2) production of it and (3) use of it in a meaningful context.

Before training, this sample of Black children scored 39.8 (99 being the highest possible score) and Whites or speakers of standard English scored 43.4. After training, Black children in this study scored 65.1 and White children scored 74.7. It was concluded that further training is necessary for the speakers of BEV whose native dialect is further from school English than is that of the White children.

Results were interpreted as indicating that: (1) consonant reduction is amenable to measurement; and (2) the consonant reduction aspect of bidialectalism or code sharing can be taught.

A STUDY TO DETERMINE THE EFFECTS OF FIRST LANGUAGE ON THE READING COMPREHENSION OF SPANISH MONOLITERATE AND SPANISH-ENGLISH BILITERATE ELEMENTARY SCHOOL CHILDREN THROUGH THE USE OF THE CLOZE PROCEDURE

Order No. 7927875

SUAZO, Gavina M., Ph.D. University of Washington, 1979. 180pp. Chairperson: Nancy Hansen-Krening

The purpose of this study was to determine the effects of first language on the reading comprehension of Spanish monoliterate and Spanish-English biliterate elementary school children through the use of the Cloze procedure. The following two hypotheses were designed in order to study the problem: 1. Spanish monoliterate children will demonstrate a greater degree of comprehension of reading materials written in Spanish than will biliterate children who read materials written in Spanish. 2. Biliterate elementary school children whose first language is Spanish and who have received reading instruction in both Spanish and English will demonstrate a greater degree of comprehension of reading materials written in Spanish than they will comprehend reading materials written in English.

The participants in this study were one group of ten Spanish monoliterate and one group of ten Spanish-English biliterate children, ten females and ten males, from Emerson and Longfellow Elementary Schools in Pasco, Washington. The subjects were initially identified by the Pasco School District. This identification was verified by the investigator through administration of the New York City's Language Assessment Battery (LAB). The test required 40 minutes for each of the Spanish and English versions to administer. An Informal Reading Inventory (IRI) was used for reading ability selection of subjects. Those students who recognized from 99 to 100 percent of the words, comprehended 90 to 100 percent of the literal meaning, and made inferences with 90 percent accuracy were selected as subjects for the investigation.

The test instrument was the Cloze Reading Comprehension Test. The Cloze is an automatic word deletion process whereby words are removed from a printed passage. The subjects' task was to predict the word that was removed and to replace it. The reading passage for the test instrument were taken from the subjects' unread instructional reading materials in the Santillana Spanish-English Reading Series. A test booklet consisting of four randomly arranged Spanish reading passages was administered to the Spanish monoliterate group. And a booklet consisting of two Spanish and two English randomly arranged reading passages was administered to the biliterate group. The subjects were provided specific directions and examples on completion of the tests. The subjects were given as much time as needed to complete the test booklet. The test booklets were then manually scored employing the synonym count method.

A one-way analysis of variance was used to test the hypotheses that monoliterate children demonstrate a greater degree of comprehension of reading materials written in Spanish than will biliterate children who read materials written in Spanish. There was no significant difference found between the reading comprehension of Spanish monoliterate children reading materials written in Spanish and the reading comprehension of Spanish-English biliterate children reading materials written in Spanish.

A correlated t-test was used to test the hypotheses that Spanish-English biliterate children whose first language is Spanish who have received reading instruction in both Spanish and English will demonstrate a greater degree of comprehension of reading materials written in Spanish than they will comprehend reading materials written in English. The data showed that the biliterate subjects got a significantly lower score on the English tests than they did on the Spanish tests.

BLACK AMERICAN CHILDREN'S SINGING GAMES: A Structural Analysis Order No. 7924687

WHARTON, Linda F., Ph.D. University of Pittsburgh, 1979. 513pp.

One potentially significant culture-revealing phenomenon present in the black community is children's singing games, a rhythmical form of child's play. Singing games are physical, mental and emotional activities that hold a place in the life of most children the world over. They usually consist of combined patterns of lyrics, body movement and drama. In addition to the combination of song, dance movements and drama, spontaneous improvisation is essential to the spirit of singing games.

Singing games are usually inherited from generation to generation with little interference from adults. Although they seem to have their roots in the distant past, singing games are constantly reshaped as they pass from child generation to child generation, a process which gives it a unique creative quality. Having survived through the oral tradition, children's singing games seem to exist as long as there are children to keep them alive.

The roles and functions of children's singing games are many, and vary depending upon form and style. In general, however, these play forms, among other things, integrate and develop the body-mind and emotional states of a child. They aid in the fostering of a child's imagination and originality, for many times children will create new games and songs or develop new rhymes and rhythms from old ones.

Singing games also have important skills development and social values. They develop body and language skills, personality and character traits and good work habits. They also serve to educate children about social interactions. Moreover, children's singing games communicate a great deal about the individual and the world around the individual who uses them.

While many studies have been centered around children's play activities in general, very little has been researched on black American children's singing games. Noting the various roles, functions, and values of singing games as an expression of culture, as well as acknowledging the limited amount of research on black children's singing games, this study focused upon the singing game activities of selected urban black American children. More specifically, the purposes of this investigation were to collect and classify singing games performed by black American children ages 8-12 who reside in the Hill District of Pittsburgh, Pennsylvania.

Observation and participant-observation techniques were used in eliciting the data. Through the use of audio-recorders, video-tape recorders and data organization sheets, the games were documented. Once documented and reliably checked by three informed judges, the games were analyzed and classified by eight basic game structures, i.e., game challenge/purposes, general procedures for action, game rules, player participation, game performance, physical and temporal setting, player abilities and skills and game results or pay-offs. In addition, movement and music styles were also analyzed. The results of this study included a comprehensive classification system based upon the structural elements, and a logue of singing games accompanied by game instructions, text and music scores.

The investigation concluded that a collection of singing games is necessary for the preservation of specific cultural indices and that a classification analysis is necessary for defining games and outlining their specific uses.

A DESCRIPTIVE ANALYSIS OF READING MISCUES OF SPANISH-SURNAMED READERS IN GRADES THREE AND FIVE Order No. 7917946

WILLEKENS, Mary Guerra, Ph.D. Arizona State University, 1979. 129pp.

The purpose of this study was to analyze the oral reading of average Spanish-surnamed readers in grades three and five. Thirty-two students from Superior Elementary Schools in Superior, Arizona, composed the sample in this study. The subjects were selected by means of their scores on the Gates-McGinitie Reading Tests and teacher recommendation. The subjects were administered the Reading Miscue Inventory and the first 25 miscues generated by each subject were selected, coded and examined for the degree of graphic similarity, sound similarity, grammatical function and grammatical relationships. The subjects' oral reading was taped and oral retellings of the stories were also analyzed in order to obtain a measure of their comprehension.

The data were collected and examined by means of tabulations, rankings, percentages, means and ranges. The statistical analysis of the data resulted in the findings as follows:

1. The third graders appear to employ higher sound and graphic cues than fifth graders. The fifth graders had a higher percentage of cues which were different from the graphic and sound similarity of the printed text which indicated that the fifth graders were utilizing other cue systems than graphophonic cues.
2. The fifth graders also possessed a slightly higher percentage in the utility of grammatical function cues than the third graders.
3. The fifth graders had better comprehension based on the story retelling scores as well as the RMI comprehension scores. Fifth graders' percentages were higher in the aspects of plot and theme of the story, but the means of both were not significantly different in character analysis, events and story development.

As a group, the third graders relied more on the use of graphophonic decoding strategies than the fifth graders. The developmental reading trend was evident in this study as it has been in other studies. The difference might be in the degree of utility of the three cueing systems.

Recommendations were made on the basis of the findings with implications for the classroom and for teacher preparation. These included similar studies in different locales of the Southwest which have similar environments as this study and studies which involve children who are migrant in order for some comparisons to be made. Experimental research should be conducted with bilingual children in classes where reading strategies and classes with traditional reading approaches are compared. Teacher preparation classes should be formulated that help the teachers to understand miscue analysis reading strategy procedures, and psycholinguistic theory.

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